



FOUNDATIONS EARLY LEARNING STANDARDS	COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS
Language Development & Communication for Preschoolers	Reading Standards for Literature for Kindergartners
<p>Motivation for Reading</p> <ol style="list-style-type: none"> 1. Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud. 1. Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. <p>Vocabulary & Comprehension</p> <ol style="list-style-type: none"> 1. Discuss books by responding to questions about what is happening in stories and predicting what will happen next. 1. Ask questions about a story or information in a book. <p>Expressive Language</p> <ol style="list-style-type: none"> 2. Describe experiences and create and/or retell simple stories. <p>Vocabulary & Comprehension</p> <ol style="list-style-type: none"> 2. Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play. <p>Vocabulary & Comprehension</p> <ol style="list-style-type: none"> 3. Discuss books by responding to questions about what is happening in stories and predicting what will happen next. 3. Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play. <p>Expressive Language</p> <ol style="list-style-type: none"> 3. Describe experiences and create and/or retell simple stories. 	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.
<p>Receptive Language</p> <ol style="list-style-type: none"> 4. Understand and use a growing vocabulary <p>Motivation to Reading</p> <ol style="list-style-type: none"> 5. Enjoys listening to and discussing story books, simple information books and poetry read aloud. 6. NA 	<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.



<p>Book and Print Awareness</p> <p>7. Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions.</p> <p>Motivation for Reading</p> <p>7. Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.</p> <p>Vocabulary & Comprehension</p> <p>9. Relate personal experiences to events described in familiar books.</p> <p>Expressive Language</p> <p>9. Describe experiences and create and/or retell simple stories.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in a familiar story.</p>
<p>Motivation to Reading</p> <p>10. Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.</p> <p>10. Show an interest in books, other print, and reading-related activities, including using and sharing books and print in their play.</p> <p>Receptive Language</p> <p>10. Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>



FOUNDATIONS EARLY LEARNING STANDARDS	COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS
Language Development & Communication for Preschoolers	Reading Standards for Informational Text for Kindergartners
Vocabulary and Comprehension 1. Develop knowledge about their world (what things are and how they work) and use this knowledge to make sense of stories and information books. 1. Ask questions about a story or information in a book. Expressive Language 1. Ask questions and make comments related to a topic of discussion. 2. Describe experiences and create and/or retell simple stories. 3. Describe experiences and create and/or retell simple stories.	Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe this connection between two individuals, events, ideas, or pieces of information in a text.
Receptive Language 4. Understand and use a growing vocabulary. Book & Print Awareness 5. Hold a book upright while turning pages one by one from front to back. 5. Pretend to read familiar books in ways that mimic adult reading. 6. NA	Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.
Motivation for Reading 7. Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. 8. NA 9. NA	Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Motivation for Reading 10. Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud. 10. Show an interest in books, other print, and reading-related activities, including using and sharing books and print in their play. Receptive Language 10. Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations.	Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.



FOUNDATIONS EARLY LEARNING STANDARDS	COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS
Language Development & Communication for Preschoolers	Reading Standards: Foundations Skills for Kindergartners
<p>Book & Print Awareness</p> <ol style="list-style-type: none"> 1. Understand some basic print conventions (e.g., concept of letter, concept of word). <ol style="list-style-type: none"> a. Occasionally run their finger under or over print as they pretend to read a familiar book. a. Pretend to read familiar books in ways that mimic adult reading. <p>Alphabet Knowledge</p> <ol style="list-style-type: none"> b. Know that letters of the alphabet are a special category and are different from pictures and shapes. <p>Book & Print Awareness</p> <ol style="list-style-type: none"> b. Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs). b. Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn). b. Learn to identify their name and the names of friends. c. Understand some basic print conventions (e.g., concept of letter, concept of word). <p>Alphabet Knowledge</p> <ol style="list-style-type: none"> d. Recognize and name some letters of the alphabet, especially those in their own name on in the names of others who are important to them. 	<p>Print Concepts</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
<p>Phonological Awareness</p> <ol style="list-style-type: none"> a. Enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words. a. Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words. b. Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables. c. Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words. d. Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound). e. Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound). 	<p>Phonological Awareness</p> <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



Alphabetic Principle <ul style="list-style-type: none">a. Understand that letters function to represent sounds in spoken words.a. Make some sound-to-letter matches, using letter name knowledge (e.g., writes “M” and says “This is Mommy”).b. NAc. NAd. NA	Phonics and Word Recognition <ul style="list-style-type: none">3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none">a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).d. Distinguish between similarly spelled words by identifying the sounds of the letter that differ.
Motivation for Reading <ul style="list-style-type: none">4. Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.4. Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story).	Fluency <ul style="list-style-type: none">4. Read emergent-reader texts with purpose and understanding.





Foundations Early Learning Standards	Common Core Standards for English Language Arts
Language Development & Communication, Cognitive Development, and Emotional & Social Development for Preschoolers	Writing Standards for Kindergartners
<p>Foundations for Writing</p> <ol style="list-style-type: none"> 1. Represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms. 1. Attempt to connect the sounds in a word with its letterforms. 1. Learn how to tell their thoughts for an adult to write. 1. Use known letters and approximations of letters to write their own name. <p>Expressive Language</p> <ol style="list-style-type: none"> 1. Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and relate personal information and experiences). <p>Foundations for Writing</p> <ol style="list-style-type: none"> 2. Use known letters and approximations of letters to write their own name. 2. Learn how to tell their thoughts for an adult to write. <p>Expressive Language</p> <ol style="list-style-type: none"> 2. Describe experiences and create and/or retell simple stories. 2. Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and relate personal information and experiences). <p>Foundations for Writing</p> <ol style="list-style-type: none"> 3. Learn how to tell their thoughts for an adult to write. <p>Expressive Language</p> <ol style="list-style-type: none"> 3. Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and relate personal information and experiences). 	<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.



<p>Creative Expression</p> <ul style="list-style-type: none"> 5. Share experiences, ideas, and thoughts about artistic creations. 5. Express interest in and show respect for the creative works of others. <p>Developing Sense of Self with Others</p> <ul style="list-style-type: none"> 5. Show interest in and respond to other points of view. <p>Foundations for Writing</p> <ul style="list-style-type: none"> 6. Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers). <p>Scientific Thinking and Invention</p> <ul style="list-style-type: none"> 6. Understand the uses and roles of various forms of technology. 	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<p>Motivation for Reading</p> <ul style="list-style-type: none"> 7. Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. <p>Expressive Language</p> <ul style="list-style-type: none"> 8. Describe experiences and create and/or retell simple stories. 	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



FOUNDATIONS EARLY LEARNING STANDARDS	COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS
Language Development & Communication, Cognitive Development, and Emotional & Social Development for Preschoolers	Speaking and Listening Standards for Kindergartners
<p>Expressive Language</p> <ol style="list-style-type: none"> 1. Use language as a part of pretend play to create and enact roles. 1. Use language to establish and maintain relationships. <ol style="list-style-type: none"> a. Initiate and engage in conversations. <p>Sense of Self</p> <ol style="list-style-type: none"> a. Follow rules, transitions, and routines that have been explained to them. <p>Social Connections</p> <ol style="list-style-type: none"> a. Participate as a member of the group in a democratic classroom community. b. Initiate and engage in conversations. <p>Receptive Language</p> <ol style="list-style-type: none"> 2. Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations. <p>Expressive Language</p> <ol style="list-style-type: none"> 3. Ask questions and make comments related to the topic of discussion. 	<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<p>Expressive Language</p> <ol style="list-style-type: none"> 4. Describe experiences and create and/or retell simple stories. <p>Creative Expression</p> <ol style="list-style-type: none"> 5. Share experiences, ideas, and thoughts about artistic creations. <p>Scientific Thinking and Invention</p> <ol style="list-style-type: none"> 5. Represent and demonstrate and understanding of discoveries (drawing, graphing, communicating, etc.). <p>Expressive Language</p> <ol style="list-style-type: none"> 6. Communicate messages with expression, tone, and inflection appropriate to the situation 6. Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences) 	<p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.



FOUNDATIONS EARLY LEARNING STANDARDS	COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS
Language Development and Communication for Preschoolers	Language Standards for Kindergartners
<p>Vocabulary and Comprehension</p> <ol style="list-style-type: none"> 1. Imitate the special language in story books and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play. <p>Foundations for Writing</p> <ol style="list-style-type: none"> 1. Represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms. <ol style="list-style-type: none"> a. Play with writing letters and mastering conventional letterforms, beginning with the first letter of their name. b. NA c. NA d. NA e. NA <p>Receptive Language</p> <ol style="list-style-type: none"> f. Understanding increasingly complex sentences, including past, present, and future tenses. f. Understand and use a growing vocabulary. <p>Expressive Language</p> <ol style="list-style-type: none"> f. Use increasingly complex and varied language structures, sentences, and vocabulary. <p>Motivation for Reading</p> <ol style="list-style-type: none"> 2. Independently engage in writing behaviors (e.g. write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). <p>Receptive Language</p> <ol style="list-style-type: none"> c. Develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, and discriminating). <p>Phonological Awareness</p> <ol style="list-style-type: none"> c. Associate sounds with written words, such as awareness that different words begin with the same sound (e.g. Keshia and Katie begin with the same sound). c. Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words. 	<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).



<p>Alphabetic Principle</p> <ul style="list-style-type: none"> d. Understand that letters function to represent sounds in spoken words. d. Make some sound-to-letter matches, using letter name knowledge (e.g., writes “M” and says “This is Mommy”). <p>Foundations for Writing</p> <ul style="list-style-type: none"> d. Attempts to connect the sounds in a word with its letterforms. 	<ul style="list-style-type: none"> d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>Receptive Language</p> <ul style="list-style-type: none"> 4. Understand and use a growing vocabulary 4. Understand increasingly complex sentences, including past, present, and future tenses. <p>Expressive Language</p> <ul style="list-style-type: none"> 4. Use increasingly complex and varied language structures, sentences, and vocabulary. <p>Scientific Thinking and Invention</p> <ul style="list-style-type: none"> 5. <ul style="list-style-type: none"> a. Identify, discriminate, and make comparisons among objects by observing physical characteristics. b. NA c. NA d. NA <p>Vocabulary and Comprehension</p> <ul style="list-style-type: none"> 6. Imitate the special language in story books and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play. 	<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixed (e.g., <i>-ed</i>, <i>-d</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general actions (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



FOUNDATIONS EARLY LEARNING STANDARDS	COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS
Language Development & Communication	
Receptive Language	
1. Consistently respond to requests for information or action (e.g., respond to questions and follow one- and two-step directions).	NA
2. Comprehend and use language for multiple social and cognitive purposes (e.g., understand and talk about feelings, ideas, information, and beliefs).	NA
3. Understand that people communicate in many ways, including through gestures, sign language, facial expressions, and augmentative communication devices.	NA
Motivation for Reading	NA
1. Show preferences for favorite books.	
Foundations for Writing	NA
1. Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers).	NA
2. Use a variety of writing in their play and for a variety of purposes (e.g., labels, lists, signs, messages, stories).	NA
3. Play with writing letters and mastering conventional letterforms, beginning with the first letter of their name.	NA